



Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grades Three through Five

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public
Instruction

California Teachers Association
2011 Summer Institute
August 2, 2011



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Workshop Objectives

- Share information about the structure and content of the new standards
- Connect three main priorities that drive the standards
- Understand grade-level progression of standards
- Discuss and participate in activities for standards implementation



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Organization of the Standards

4 Domains 1997 CA Standards	4 Strands 2010 Common Core
Reading (includes vocabulary)	Reading
Writing	Writing
Written and Oral Language Conventions	Language (includes vocabulary)
Listening and Speaking	Speaking and Listening



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The Four Strands of the Common Core State Standards for English Language Arts, K-5

Reading

- Reading Standards for Literature
- Reading Standards for Informational Text
- Reading Standards: Foundational Skills

Writing Standards

Speaking and Listening Standards

Language Standards



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Four Strands

- Tab each strand
- Identify California additions





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California Additions

- Formal presentations (grades 1-12)
- Penmanship (grades 2-4)
- Analysis of text features informational text (grades 6-12)
- Career documents (grade 8)

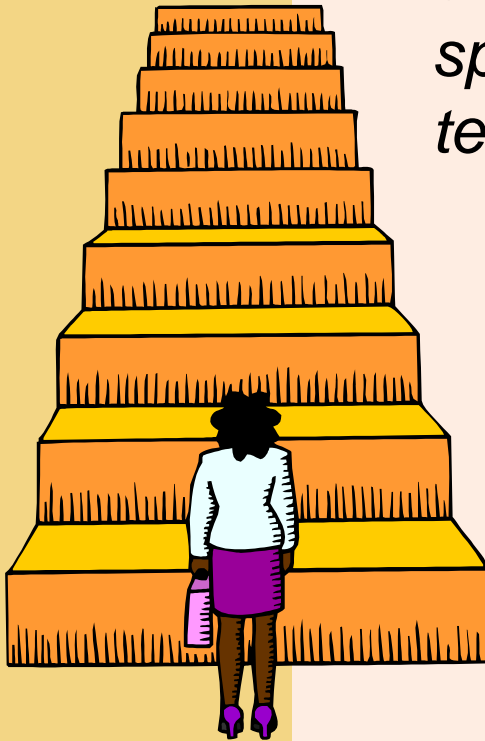


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College and Career Readiness Anchor Standards

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions draw from the text. (R.1)

Using Handout #1, trace the progression of standard 1 for Reading Literature and Informational Text from kindergarten through grade 12. Identify and highlight where certain skills and expectations are introduced.





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The Three Priorities

- Students will read sufficiently complex texts closely, with a focus on informational text
- Students will extract information and gain knowledge from these texts
- Students will write clear opinion pieces based on the information they have read





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Balanced Representation of Literary and Informational Text

2009 NAEP Reading Assessment:
Distribution of literary and informational passages

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*, <http://www.nagb.org/publications/frameworks/reading-2009.doc>



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Text Complexity Explained

Measuring Text Complexity: Three Factors

1. Qualitative evaluation of the text
2. Quantitative evaluation of the text
3. Matching reader to text and task



More information is available in Appendix A of the standards at <http://www.corestandards.org/>



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Text-Based Instruction

“...work in reading and writing (as well as speaking and listening) must center on the text.”

“...developing students’ prowess at drawing knowledge from the text itself is the point of teaching; teaching is not a substitute for the text.”

Source: Draft Publisher’s Criteria for the Common Core State Standards in ELA & Literacy, Grades 4-12





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Reading Standards for Literature

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3.RL.2)
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (5.RL.9)



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Reading Standards for Informational Text

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5.RI.3)
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (4.RI.5)
- Distinguish their own point of view from that of the author of a text. (3.RI.6)



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Reading Standards for Informational Text

Defining Structures and Features

- Text Structures: The way ideas are arranged and connected to one another.

Examples: description, sequence, causation, problem/solution, comparison

- Text Features: Visual and structural elements that support and enhance the reader's ability to understand the text.

Examples: headings, labels and captions, boldface and/or italicized print, graphical elements, realistic illustrations or photographs

National Assessment Governing Board (2011)
Adapted from *Reading Framework for the*
2009 National Assessment of Educational Progress



Reading Standards: Foundational Skills (K-5)

RF

Grade 3 students:**Grade 4 students:****Grade 5 students:****Phonics and Word Recognition**

- | | | |
|---|---|---|
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
|---|---|---|

Fluency

- | | | |
|---|--|--|
| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|---|--|--|



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Reading Standards: Foundational Skills

Standard 4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



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Writing Standards

“The Common Core Standards require students to show that they can analyze and synthesize sources and present careful analysis, well defended claims and clear information.”

“...the writing standards...require students to draw evidence from a text or texts to support analysis, reflection or research.”

Source: Draft Publisher's Criteria for the Common Core State Standards in ELA & Literacy, Grades 4-12





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Text Types and Purposes

NAEP Writing Framework

Distribution of Communicative Purposes

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress*, <http://www.nagb.org/publications/frameworks/writing-2011.doc>

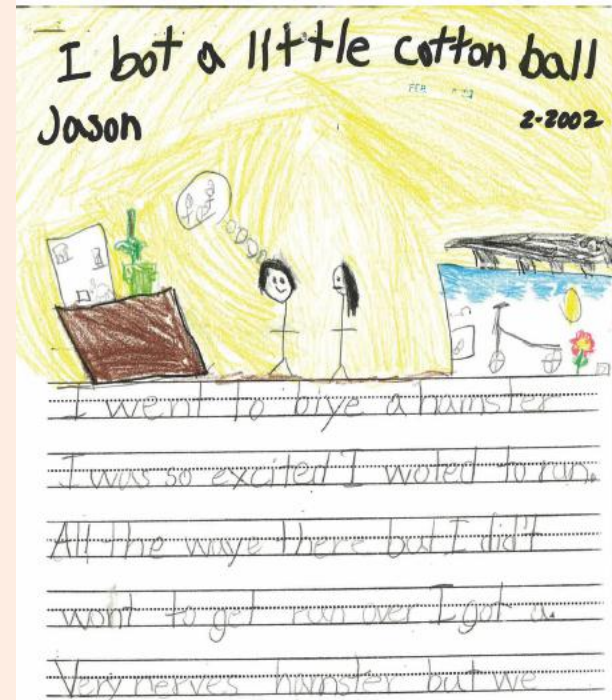


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Writing Strand

Text Types and Purposes

- Opinion pieces
- Informative/
explanatory texts
- Narratives



Refer to Appendix C for writing samples, supporting research, and resources.



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Writing Standard 1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information:

Grade 3	Grade 4	Grade 5
<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words and phrases (e.g., for instances, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>



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What's new in the writing strand?

- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.(3.W.6)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5.W.7)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (4.W.10)





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Reading and Writing Strands Activity

- Five Groups:
 - (1) 3-5 Informational Text-Standards 1-3
 - (2) 3-5 Informational Text-Standards 4-6
 - (3) 3-5 Informational Text-Standards 7-9
 - (4) 3-5 Writing Standards 1-3
 - (5) 3-5 Writing Standards 4-6
- Read assigned standards
- Discuss each standard by highlighting critical concepts and identifying changes in their grade-level progression
- Discuss how standard(s) could impact classroom instruction or implementation
- Report out





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Speaking and Listening Standards

“Speaking and listening prompts and questions offer opportunities for students to share preparation, evidence, and research.”

“...materials aligned with the Common Core Standards show teachers how to plan engaging discussions around grade level topics and texts. Materials should highlight strengthening students listening skills as well as their ability to respond with relevant follow up questions and evidence.”

Source: Draft Publisher’s Criteria for the Common Core State Standards in ELA & Literacy, Grades 4-12



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Speaking and Listening Strand

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade_ topics and texts*, building on others' ideas and expressing their own clearly. ...(3-5.SL.1)
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.SL.2)



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Speaking and Listening Strand

Presentation of Knowledge and Ideas

- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5.SL.5)
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (4.SL.6)



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Language Standards

“...gain adequate mastery of the essential “rules” of standard written and spoken English.”

“...learn how to approach language as a matter of craft so they can communicate clearly and powerfully.”

Source: Draft Publisher’s Criteria for the Common Core State Standards in ELA & Literacy, Grades 4-12



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Language Strand

Conventions of Standard English

- Specificity of standards for language conventions



- On pages 20-21, look at Standards 1 & 2
- Discuss lettered standards and grade level shifts with a partner





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Conventions of Standard English

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely. [*]								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series. [*]								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. [†]								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

^{*} Subsumed by L.7.3a

^{*} Subsumed by L.9-10.1a

[†] Subsumed by L.11-12.3a



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Strategies to Acquire Vocabulary

The new standards underscore the importance of teaching a variety of strategies that allow students to independently determine the meaning of unknown words.





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Language Strand

Vocabulary Acquisition and Use

- In-depth study of vocabulary
- Learn a variety of strategies
- Understand figurative language, word relationships and nuances
- Use academic and domain-specific words and phrases



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Vocabulary Acquisition Activity

1. Using Handout #4, compare and contrast 1997 California content standards to the CCSS Standards (L.4-6)
2. Identify key differences or shifts in the standards
3. Identify progression of standards from grades 3-5
4. Pair-share findings





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Technology: Sources of Information and Tools for Communication

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (5.RL.7)
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.(4.SL.5)
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (5.W.6)





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Literacy in History/Social Studies, Science, and Technical Subjects

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.(5.RI.3)
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3.RI.7)
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4.RI.10)



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English Learner Considerations

- Approximately 25% of California students are English learners.
- Many CCSS support English language development.
- The CCSS set rigorous grade-level expectations.
- They assert that all students should be held to the same high expectations.



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Common Core: Particularly Important Skills for English Learners

Apply knowledge of language to understand how language functions in different contexts.

- Everyday language functions
(e.g., ask for information, give directions)
- Academic language functions – language arts, history
(e.g., define, describe, compare, question, explain)
- Academic language functions - science
(e.g., analyze, formulate, infer, provide evidence, summarize, record, etc.)

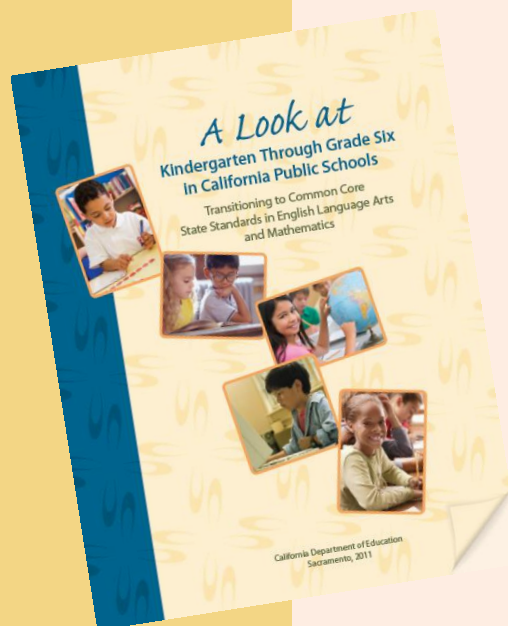
Common Core State Standards

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.
(2.L.3)



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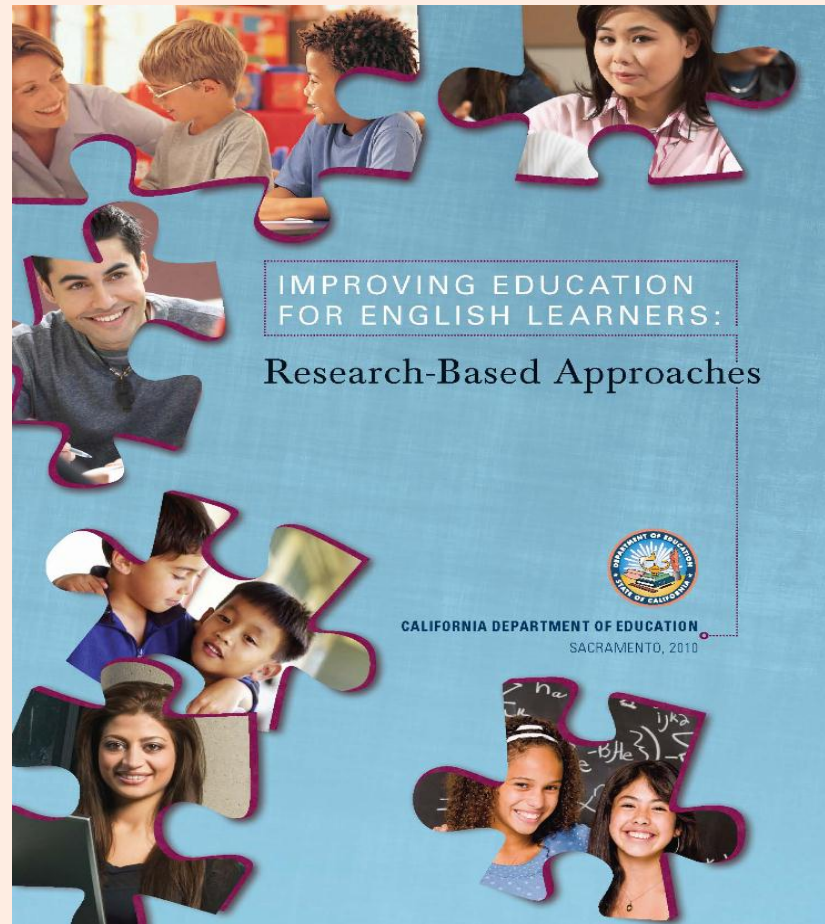
English Learner Resources

Transition to Common Core State Standards Planning ELD Instruction – First Grade	
Reading Standards for Literature	<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.)</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>6. Identify who is telling the story at various points in a text.</p>
Reading Standards for Informational Text	<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
Writing Standards	<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
Speaking and Listening Standards	<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Language Standards	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>



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English Learner Resources





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Appendices

- **Appendix A:** Research Supporting Key Elements of the Standards
- **Appendix B:** Text Exemplars and Sample Performance Tasks
- **Appendix C:** Samples of Student Writing

Appendices are available at
<http://www.corestandards.org>.



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Appendix A

Research Supporting Key Elements of the ELA Standards Including:

- Complexity of Texts
- Foundational Skills
- Writing
- Speaking and Listening
- Language
- Glossary of Key Terms



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Appendix B: Text Exemplars and Sample Performance Tasks

- Text Exemplars by Grade Level
 - Includes examples by grade level with sample performance tasks
 - Stories, poetry, drama, and informational text
 - Gives teachers an idea of achievement expectations for each grade level
 - Includes examples for History/Social Studies, Science, and Technical Subjects



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Appendix C:

Samples of Student Writing

Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Zoo Field Trip

Dear Mr. _____ and Mrs. _____,

We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,



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Appendix C:

Samples of Student Writing

Annotation

The writer of this piece

- Introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.
 - *We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____ and I would like to take our class for a great learning experience.*
- provides reasons that are supported by facts and details.
 - *If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money . . . We will learn how to make a schedule with target dates . . . The preparation of the study guide will require lots of research and organization of information.*

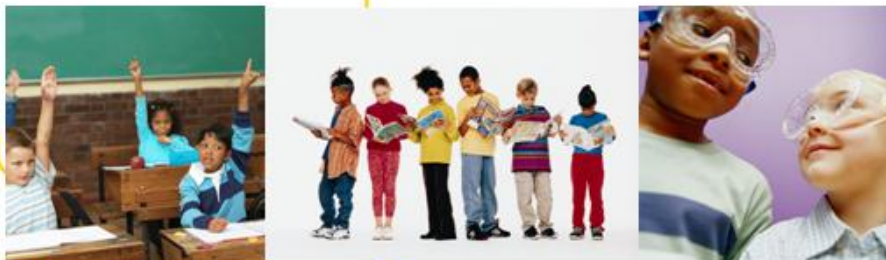
APPENDIX C | 25

COMMON CORE STATE STANDARDS for ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

- links opinion and reasons using words and phrases.
 - *The first thing to do . . . Next . . . Now, you are asking . . . Besides the fact . . .*
- provides a concluding section related to the opinion presented.
 - The final paragraph details possible objections to the field trip and argues against each one:
Now, you are asking why should I approve a trip to _____? . . . Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation.
- demonstrates exemplary command of the conventions of standard written English.
 - This piece has been edited by student response groups as well as by adults, so it is nearly flawless in terms of observing the conventions of standard written English.



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A Look at...

Kindergarten through Grade Six in California Public Schools

Including information about the new
Common Core State Standards



STANDARDS, CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION
CURRICULUM, LEARNING AND ACCOUNTABILITY BRANCH
CALIFORNIA DEPARTMENT OF EDUCATION
Prepublication Edition: January 2011

A Look at

Kindergarten Through Grade Six in California Public Schools

Transitioning to Common Core
State Standards in English Language Arts
and Mathematics





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Common Core State Standards Resources Website

<http://www.cde.ca.gov/ci/cc>

The screenshot shows the California Department of Education website. At the top is the state seal and the text "California Department of EDUCATION". To the right is a search bar and links for "Change Text Size", "GO", "Advanced", "Site Map", and "A-Z Index". Below this is a navigation menu with links for "Curriculum & Instruction", "Testing & Accountability", "Professional Development", "Finance & Grants", "Data & Statistics", "Learning Support", and "Specialized Programs". The main content area is titled "Common Core State Standards Resources" and includes a paragraph about the standards, a list of links for "State Standards" (including the California State Board of Education, CTC and SBE Joint Meeting Agenda, Common Core State Standards for English-Language Arts and Mathematics, Academic Content Standards Commission, and Frequently Asked Questions), and a section for "California Stakeholder Resources" with links for Grade Level Curriculum and Available translations of the Common Core State Standards.

Common Core State Standards Resources
Information and frequently asked questions about the new academic content standards adopted by the State Board of Education on August 2, 2010.

The Common Core State Standards (CCSS) were developed through a state-led initiative to establish consistent and clear education standards for English-language arts and mathematics that would better prepare students for success in the competitive global economy.

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) created the Academic Content Standards Commission (ACSC). The duty of the ACSC was to develop and recommend academic content standards to the SBE.

State Standards

- [California State Board of Education](#)
Agenda item 3 to consider the ACSC recommendation to adopt the Common Core State Standards, with California additions, on August 2, 2010.
- [CTC and SBE Joint Meeting Agenda](#)
Agenda for the Commission on Teachers Credentialing (CTC) and State Board of Education (SBE) Joint Meeting, including a presentation on the CCSS and the development of an implementation plan.
- [Common Core State Standards for English-Language Arts, Adopted August 2010](#) (Outside Source)
- [Common Core State Standards for Mathematics, Adopted August 2010](#) (Outside Source)
- [Academic Content Standards Commission](#) (Outside Source)
Agendas and materials of the ACSC.
- [Frequently Asked Questions](#)

California Stakeholder Resources

- [Grade Level Curriculum](#)
A Look at Kindergarten through Grade Six in California Public Schools is a compilation of subject-matter curriculum, including information about the Common Core State Standards, organized by individual grade levels.
- [Available translations of the Common Core State Standards](#)
An informational flyer that provides a brief overview of the new standards.



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CDE on iTunes U

Source: <http://www.cde.ca.gov/re/mm/it/>





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Implications for your work

What are some steps you could begin to take?

Brainstorm Possibilities:

- Review units/activities through lens of new standards, identify connections/gaps
- Select 2-3 priority standards and develop/revise lessons around them
- Review reading materials, increase informational text offerings
- Work with colleagues (above/below grade level) and develop writing tasks (focus on opinion) and rubrics
- Include ways for students to increase the use of technology (presentation and sharing information)
- Establish classroom conversation norms for the students



TOM TORLAKSON
State Superintendent
of Public Instruction

Implications for your work

- Discuss the following with your neighbor(s):
 - What is the most important/valuable piece of information you learned in this session?
 - What are the first steps you are going to take as you begin to implement the CCSS?
- Share with whole group





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State Superintendent
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What are *your* questions?





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State Superintendent
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